One framework for all settings working with children from birth to 5 years

Three characteristics of effective teaching and learning: How children learn.
- Playing and exploring
- Active Learning
- Creating and Critical Thinking

Four Themes and Principles:
- every child is a unique child, who is constantly learning and can be resilient, capable, confident and self-assured.
- children learn to be strong and independent through positive relationships.
- children learn and develop well in enabling environments, in which their experiences respond to their individual needs.
- children develop and learn in different ways and at different rates.

“The Early Years Foundation Stage (EYFS) sets the standards that all early years providers must meet to ensure that children learn and develop well and are kept healthy and safe. It promotes teaching and learning to ensure children’s ‘school readiness’ and gives children the broad range of knowledge and skills that provide the right foundation for good future progress through school and life.”

“1.9 Each area of learning and development must be implemented through planned, purposeful play and through a mix of adult-led and child-initiated activity. Play is essential for children’s development, building their confidence as they learn to explore, to think about problems, and relate to others. Children learn by leading their own play, and by taking part in play which is guided by adults.”
### Seven Areas of Learning and Development

The three prime areas are the basis for successful learning in the other four specific areas.

They reflect the key skills and capacities all children need to develop and learn effectively. The balance shifts towards a more equal focus on all areas as children grow in confidence and ability within the three prime areas.

<table>
<thead>
<tr>
<th>3 Prime Areas</th>
<th>4 Specific Areas</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Personal, social and emotional</td>
<td>• Maths</td>
</tr>
<tr>
<td>• Communication and Language</td>
<td>• Literacy</td>
</tr>
<tr>
<td>• Physical development</td>
<td>• Understanding the world</td>
</tr>
<tr>
<td>Time sensitive – in place by 5</td>
<td>• Expressive arts and design</td>
</tr>
<tr>
<td>Important foundations</td>
<td>Universal</td>
</tr>
<tr>
<td></td>
<td>Not time sensitive</td>
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<tr>
<td></td>
<td>Dependent on prime areas</td>
</tr>
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<td></td>
<td>Specific to English context and priorities</td>
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</tbody>
</table>

### Seventeen Early Learning Goals:

The level of progress children should be expected to have attained by the end of the EYFS is defined by the early learning goals

**Communication and Language**
- 1. Listening and attention
- 2. Understanding
- 3. Speaking

**Personal, Social and Emotional**
- 4. Making Relationships
- 5. Self-confidence and self-awareness
- 6. Managing feelings and behaviour

**Physical**
- 7. Moving and Handling
- 8. Health and Self Care

**Literacy**
- 9. Reading
- 10. Writing

**Maths**
- 11. Numbers
- 12. Shape, Space and Measures

**Understanding the World**
- 13. People & Communities
- 14. The World
- 15. Technology

**Expressive Arts and Design**
- 16. Exploring and using media and materials
- 17. Being imaginative